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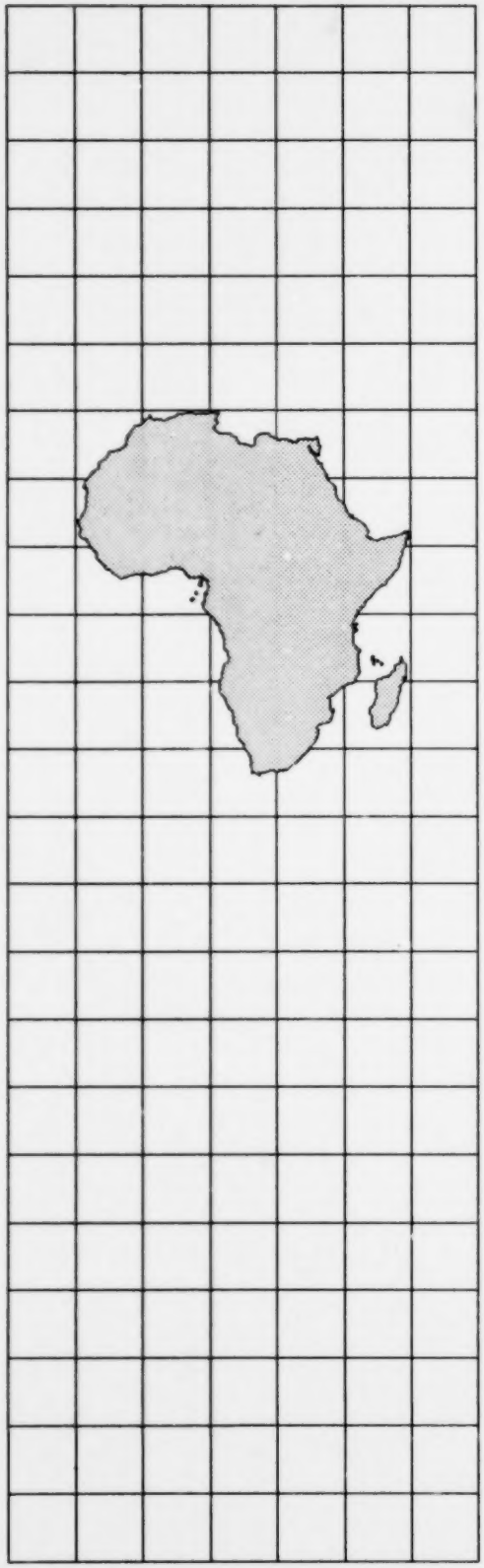

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REPORT OF THE NATIONAL TRAINING SEMINAR FOR NON-FORMAL EDUCATION AND EXTENSION PERSONNEL ON METHODS, TECHNIQUES AND STRATEGIES FOR IMPROVING NON-FORMAL EDUCATION DELIVERY CAPABILITIES IN RURAL AREAS

Department of Adult Education
University of Ibadan
Ibadan (NIGERIA)
1-7 October 1989

Organized in Collaboration with the
Department of Adult Education,
University of Ibadan
Ibadan, Nigeria

UNITED NATIONS
Economic Commission for Africa
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PART I

I Venue and Organization

The national workshop/seminar on methods techniques and strategies for improving the effectiveness of non-formal education delivery capabilities in rual areas was held under the auspices of the Department of Adult Education, University of Ibadan, Ibadan, Nigeria from 2 - 6 October, 1989. It was organized by the Department of Adult Education in collaboration with the United Nations Economic Commission for Africa (ECA) under the theme : of "Improving the effectiveness for development in Nigeria."

II Participation

The seminar was attended by 156 participants from all states in Nigeria made up of directors, administrators, co-ordinators, non-formal educators, adult education specialists, experts in literacy programmes academics and programme specialists from Agencies for Adult Education of various States; Adult Education United Department Local Government Directorates for Rural Development; Agencies for Mass Literacy; Agency for Adult and Non Formal Education; national centres for adult education; adult education offices; Federal and State Ministries of Education; research institutes; Directorates of Social Mobilization, Universities ;and other Federal or states establishments engaged in non-formal education.

The United Nations Economic Commission for Africa provides our resource personwho delivered a key note address. The Seminar also benefitted from the services of a number of local resource personnel who delivered papers on various sub-themes of the Seminar. (See Annex I)

III Background

The Department of Adult Education, University of Ibadan, in conjunction with the Institute of African Adult Education played pioneering roles in the field of literacy education withits development of adult literacy primers since 1964. Between 1967 and 1969, the Department carried out some experiments in functional literacy among the tobacco growers in the former Western State of Nigeria. Among its other commitments;were consultative services to the Nigerian government in the area of literacy primer development and in the general promotion of literacy education for adult learners.

In an attempt to extend its activities to a vider section of the commity;the Department organized its first ever Seminar on Functional Literacy in 1971, in conjunction with the Institute of African Adult Education. The partcipants were field practitioners and policy makers on functional literacy. The theme of that premier Seminar was "Writing Functional Literacy Materials."

Since 1971, the Department has held series of seminars on Functional Literacy with a view to training various categories of adult education personnel involved in literacy activities. The themes have been carefully chosen to reflect the aspirations of government with regard to the eradication of illiteracy from out society. Some of these themes include, among others, the writing of literacy materials, adult education and indigenization policy in Nigeria; planning and implementation of functional literacy for socio-economic development; the role of local governments in the planning and implementation of literacy activities; inter-ministerial relationship in the promotion of national mass literacy campaign in the context of rural development; and many others.

It is necessary to mention the invaluable contribution of Professor Sunday Kezekiah Olu Tomori whose vision and dedication gave rise to the launching of the first in the series of these seminars. There is no doubt that the Department's promotion of literacy education through these Seminars, is a major contribution to its massive involvement in extra-rural programmes begun in 1949. It is worthy of note that even in the face of limited funds for research and development, and in spite of occasional shortage of staff in a number of areas, the successes recorded by the Department was highly commendable. This success story has been the result of the dogged commitment of the members of both the academic and the administrative staff.

IV The 17th Annual National Seminar on Functional Literacy

At the end of 1987, the United Nations General Assembly proclaimed 1990 "INTERNATIONAL LITERACY YEAR" and requested that UNESCO take centralresponsibility within the U.N. system, for preparing for and making the year. The background to this important decision is relatively simple to outline, largely because of increased and improved provision of basic schooling which has led to the gradual decline of the percentage of illiterates among the world's adult population. From about one third at the beginning of the 1970's, it has dropped to approximately one quarter today.

However, because of population growth, the absolute numbers of illitrate adults continue to grow, from some 760 million in 1970 to about 890 million, today (UNESCO 1988). In addition to the present trend of increasing population of illiterates at its source, many who have learned, some still in school or are at present in literary programmes outside the school, run the risk of relapsing into illiteracy for lack of post-literacy materials.

Meanwhile, illiteracy continues to constitute a menace to the march of developing nations to industrial, technological, political and cultural growth. It continues to constitute a gross violation of the individual's basic right to life, liberty and freedom.

Against this background, the Department of Adult Education, University of Ibadan, in its last two seminars on functional literacy made thematic attempts to capture the more subtle links between literacy promotion and the wider area of rural development. However, current happenings in the field had shown the need to examine strategies aimed at improving the efficiency of the teaching and learning function in literacy education, as well as the overall plans to use literacy for national development. It was also necessary to present a consolidated African approach to the eradication of this global problem.

In addition, as we approached the year 1970, it was pertinent to review the overall performance and the recongition given to Adult Education against the background of dwindling economic resources vis-a-vis the national cries for illiteracy eradication through national mass education. Our theme for this year "IMPROVING THE EFFECTIVENESS OF ADULT LITERACY EDUCATION FOR DEVELOPMENT IN NIGERIA" was therefore designed to bring together various individuals and groups associated with literacy education, at both theoretical and practical levels. They were expected to work our the necessary modalities for achieving improved efficiency in the promotion of literacy education.

V Objectives

The objectives of this seminar were thereofre:

(i) To create specific means and methods of effecting people's awareness of the benefits of literacy in the modern world.

(ii) To identify common problems among government ministries (Education, Community Development, Local Government) in evolving necessary strategies for national Mass Education, with a view to finding lasting solutions to illiteracy, ignorance, superstition and poverty.

(iii) To marshall all levels of personnel that would be needed for organization and production of materials and teaching.

(iv) To give participants the opportunity of exchanging ideas and experiences gained since the inception of the present campaign.

(v) To prevail upon the federal, state, and local governments to make effective specific and long-term arrangements which are needed for the success of the mass education campaign with a sense of commitment in order to achieve self-reliance.

(vi) To present a consolidated African approach to the global problem of illiteracy.

VI Agenda and Programme of Work

In pursuance of the objectives as stated in section V of this report, the agenda focused attention on the theme of the seminar which was :"Improving the effectiveness of adult education in Nigeria," on which a keynote address was provided by the Education Commission for Africa. Within this overall theme, a number of papers were presented reflecting the various sub-themes.

The actual agenda was as follows :

1. Registration of Participants

2. Formal Opening

3. Keynote Address on the theme of the seminar :

   Improving the Effectiveness of Adult Education in Nigeria (ECA)

4. Sub-themes :

A. Literacy Delivery Strategies

(i) New Perspectives on Literacy Education in Nigeria

(ii) Looming Gaps Between Policy Formations and Execution in the Nigerian Literacy Discourse

(iii) Looming Gaps Between Planning and Implementation in Literacy Development Efforts in Nigeria

(iv) Financing Adult Literacy Programmes in a Developing Economy.

(v) Planning and Management Strategies for Effective Literacy Education at the Grassroot Level within the context of the New Local Development Reforms.

B. Women in Development

(i) Literacy Education and Women Development in Nigeria

(ii) Literacy Education and its effects on women development in Nigeria.

C. Non-Governmental Organizations and Literacy Delivery Capability

(i) Mobilizing Non-Governmental Organizations for Effective Adult Literacy Education in Nigeria

(ii) Nigerian Experience in Mobilizing Non-Governmental Organizations for Effectiveness Adult Literacy Education.

D. The International Literacy Year

(i) A Quest, Televisioned leadership and the Challenge of a Promising Mass Literacy Campaign in Africa

(ii) Imperatives for a successful Implmentation of the International Literacy Year (1990) in Nigeria.

E. Post Literacy

(i) Production of Primers and Post Literacy Materials for Effective Adult Literacy Teaching

(ii) Media Support for Literacy

(iii) Towards Ensuring Greater Participate of Clientele on Post Literacy Programmes in Industry

F. States Action Plans

(i) The Kwara State Action Plan

(ii) Oyo State Plan of Action

(iii) Anambra State Plan of Action

(iv) Akwa Ibom State Plan of Action

(v) Cross River State Plan of Action

(vii) Sokoto State

(viii) Rivers State

(ix) Plan of Action for Non-Governmental Organisations

5. Seminar's Plan of Action

6. Adoption of Resolution and Closure of Seminar.

VII Opening of Seminar

The seminar was opened by the Honourable Minister of Education of Adult Professor Jibril Aminu. In his welcoming address, he said that he was particularly pleased to have been invited to open the seminar at Nigeria's premier University, Ibadan. He remarked that while the two previous seminars had focused attention on the promotion of literacy for rural development, the current seminar was also to discuss the strategies which would be used for improving the effectiveness of literacy education towards development in Nigeria. This, he noted, was a step in the right direction and in line with the aspirations and plans of the Government.

He said that he was particularly delighted to see so many dedicated adult educators from agencies, institutions, ministries, parastatal and non-governmental organisations taking part in the seminar which provided them with an opportunity to exchange views on combating illiteracy in the country.

He noted that the fight against illiteracy needed the combined hands of everyone in the country, at all levels of society and the clientelle for literacy programmes should include every one in the country -rural or urban dwellers. He told the participants that time was ripe for Nigeria to re-examine the consent, strategies and mode of literacy delivery to ensure the effectiveness of adult education in national development. The emphasized point that this was not the time for simply alphabetizing and certifying clientelles as literates but to ensure that acquired functional literacy which would bring about real improvements in the life of people. In this regard, he argued that literacy and rural integration will not easily handed through 'platitudes' as both needed foresi and missionary zeal.

He wished the participants a fruitful stay at Ibadan and hoped that they would come up with concrete proposals for implementation. He then declared the meeting opened.

In a welcome address to the participants, the Vice-Chancellor of the University of Ibadan, xpressed his most heart felt pleasure to be associated with opening of the seminar organized by the Department of Adult Education which had just won the 1989 UNESCO Award for Literacy. He said that the award was in recognition of the good work done by the Department of Adult Education in serving Nigeria. The seminar was therefore being held at an opportunate time not only to make the 40th Anniversary of the establishment of the Department of Adult Education but also to commend the Department for a job well done in being awarded the UNESCO Award for Literacy.

Professor Ianio wished the participants and organizers of the seminar a momentous occasion of deliberations, were new methods, techniques, ideas and strategies and plans of actions would emerge for the implementation of the literacy year. He wished all of them a happy stay at the University of Ibadan.

In a goodwill message to the Seminar, Major General J. U. Logonyaro, General Officer Commanding Mechanazided Division, Nigerian Army, expressed his gratitude for being associated with that seminar marking the 40th Anniversay of the Department of Education, of the University of Ibadan. He reminded all those present that Nigeria had an adult population of some 30 - 35% which could not read and write. And what was worse was that in spite of the country having declared Universal Primary Education in 1976, there were between 50 and 54% of Nigerian children who shun schools in some States. He wanted participants to take note of the fact that while developing strategies for the elimination of illitracy, Nigeria was failing to effectively implement UPE and thus the country was embroiled in a vicious cycle.

The Major General also observed that an adult illitrate was more often than not unaware of the Trinity of time, because of his inability to look into the past order to build for a better future. As such it was important for Nigeria to assist all illitrate adults so that they would become more productive citizens upon acquisition of useful skills. To this end, greater use should be made of the media for lietracy programmes.

Finally in a special message, the Dean of Education, University of Ibadan Professor T. Balogun, called the attention of the participants and organizers to the fact that 1990 had been declared by the International body, UNESCO as the International Literacy Year. He, therefore appealed to the participants of the seminar to come up with action plans which took note of this declaration. He said that, given the eminence of many of the participants, he had no doubt that they would produce realistic plans and strategies for solving illiteracy in Nigeria. He wished all of them a happy stay in Ibadan.

PART II

VIII Proceedings of the Seminar

This section of the report relates to the Seminar in respect of the keynote address by the ECA representative, and the various papers presented by specialists in adult education, scholars and academicis. A brief description of the keynote address and the papers presented is given hereunder.

A. Improving the Effectiveness of Adult Education in Nigeria

In presenting this keynote paper to the seminar, the ECA representative said that since the concept of adult education embraces a variety of events and structures, one possible way of analysing the concept of development. This should be because, if adult education is to contribute to development, it should be part of life, integrated with life and inseparable from it. To do this, it is important to identify the clients of adult education, their learning needs, motivation concerns, expectations and the methods most suitable to meet their needs.

The address gave a number of reasons as to why there was need for pursuing adult education. It then highlighted on the characteristics of education needed by adults, some basic issues relating to adult education in Nigeria; effective approaches and methods needed in adult education;how to increase the effectiveness of adult education as an instrument and finally spelt out the strategies which can be utilised for planning effective.adult education.

In conclusion, the ECA representwtive pointed out that adult education is concerned with the problem of learning effectiveness and real life situations. In this regard, it has no other justification beyond being instrumental to facilitating the acquisition of knowledge, skills, attitudes and values for solving life problems. Except for those types of adult education programmes which are provided as second chance formal education, or as an alternative form of formal education, adult education should be very specific both in its content methods, applicability, and as well as in its orientation towards the acquisition of knowledge and skills for immediate and practical use.

He emphasized that in adult education, the reality of its effectiveness lies in the application and use made of the learning gained to the practical problems of life. Therefore, concern for improving the effectiveness of adult education was not so much for providing second chance education, but a mandate which needed to be implemented with vigour to compliment and supplement the effectiveness of formal education. With Africa's multiferous problems of ignorance, poverty, disease, hunger, drought, desertification and illiteracy, anything which can help us solve these problems was most welcome, and adult education should be seen as one of the instruments for getting a solution to these problems.

B. Literacy Delivery Strategies

Prof. J.A. Akinpelu, in his paper titled 'New Perspectives on Literacy and Literacy Education in Nigeria' first established the need for new perspectives as a way of, 'using 'today's tools to do today's job'. He went on to highlight on the historical perspectives of literacy with reference to UNESCO's 40 year old struggle to eliminate illiteracy which was erroneously focused on the perception of literacy as a purely cultual phenomenon. There has since been major shifts in emphasing up to the point of functional literacy. The new perspective seeks to correct the old faulted model. This new perspective is the liberational model which derives from the philosophy of Paulo Reire of Brazil. The paper noted regretably that Nigeria is still at the incheate stages of the old functionsal perspective and that she has only heard of the new conscientizational perspective and never yet practised it. In concluding, the paper reasoned with the Nigerian Government in setting up such agencies as MAMSER, NERDI etc. to help propel awarness- arousal in the people but, warned that these agencies should be mindful of being submerged in their own rhetoric. Finally, the paper concluded, that these agencies and the adult education should embrace the philosophy of the new perspectiveswhich calls for new orientations and the need for new innovations for the purpose of improvement.

A summary of the reactions to the presentation on showed participants agreeing that for any literacy programme to be successful, it cannot afford to be ideologically neutral.

C. Literacy Education and Women in Development

"Literacy Education and Women Development in Nigeria' was the title of the next set of papers presented by both Dr. A. Jaja and Dr. E.E. Ekpeyong. In her paper, Dr. Jaja showed the relevance of Literacy Education to Women Development. Literacy, according to her promotes positive changes that result in personality growth, political awarness and eventual participation in socio cultural, and political economic affairs of the country.

In her own paper, Dr. Ekpeyong established the fact of Women numerical superiority in population when compared to men. She opened that women benefit less from the growth and development of the country. However, Ekpeyong pre-initiated the indispensibility of Women in the society since they provide the nation's manpower through child-bearing. She asked for equal social, political economic opportunities for women, so as to encourage their full development with other groups in our society.

Dr. T.O. Fasokun's Paper, titled 'Looming Gaps Between Policy Formulations and Execution in the Nigerian Literacy Discourse' identified the looming gaps between theory and practice of literacy discourse is Nigeria. The paper critically examined the role of government and other non-governmental agencies, concluding that socio-economic, political, cultural and religious factors are the bane of the execution of literacy education. The paper also noted the quantitative and the qualitative dearth of men as an evil that widens the gap between policy formulations and execution in the Nigerian Literacy

Dr. Truman E. Osuji : Following up on the trend of Dr. Fasokun's paper, Dr. Osuji's paper -- "Looming Gaps Between Planning And Implementation in Literacy Development Efforts in Nigeria" - also identified the causes of the wide gap between planning and implementation of literacy development in Nigeria which has contributed to the failure to achieve the objectives. The paper identified poor planning, feable implementation, inadequate relevant information and data, lack of involvement of the clientele, political instability, poor motivation of learners and instruxtors, lack of effective coordination among others, as the cogs in the wheel of the development of literacy efforts in Nigeria.

D. Non-Governmental Organization and Literacy Delivery

Dr. C.O. Anyanwu's paper titled "Mobilizing Non-Governmental Organization for Effective Adult Literacy Education in Nigeria" explained that mobilization is a military term which involves the pooling of resources for an effective operation. He then went on to say that in respect of literacy education, mobilization implies the galvanisation of resources for effective administration of literacy education, Non-Governmental Organization according to him include : professional bodies, voluntary agencies, youth association. Since eradication of illiteracy is a gigantic task, government should not be left alone to handle it.

Dr. A.O. Oduaran's paper also harred on "Mobilizing NGO's for the improvement of Adult Literacy Education for Development in Nigeria". In his paper, Oduaran observed that over 60% of Nigerians are illiterate. Government alsone cannot rid the nation of this social plague without involving non-governmental organizations as possible props in the crusade against illiteracy. Looking critically at the unaddressed issue of the mobilization of the NGO's, Dr. Oduaran listed about 25 NGO's in Nigeria that may be mobilized for effective literacy work. Among those identified were: The Rotary Club, the Jaycees, the UNESCO, the World Health Organization and a number of others. He later listed about 32 NGO's in foreign countries that may be called upon for the execution of literacy programmes.

E. The International Literacy Year

The next presentation was that of Professor Michael Omoleva titled : 'A Duel, A Beleagured Leadership and The Collapse of a Promising Mass Literacy Campaign in Africa'. Here the presenter highlighted the massive efforts made from 1940 - 1960 to eradicate illiteracy in developing countries and identifies the constraints that plagued these moves. Looking at the Nigerian situation at this time, he noted that the bold literacy efforts were uncoordinated and afflicted by strives, conflicts and quarells which did all to cause the collapse of these literacy efforts. Since a new leadership is being contemplated for 1990, Professor Omoleva thus asked for institutions and personalities whose co-operation and conviction about the merit and urgency of literacy education is of utmost necessity to the success of the international literacy year (ILY) and beyond.

In examining the 'Imperatives for A Successful Implementation of the International Literacy year, (1990) in Nigeria" Pa Akomolede noted among others, the impediments against successful implementation. These included procrastination, dilating behaviours and the use of delay tactics in decision - making. As options, he called for a co-ordinated, planned and forward looking course of action. However, Akomolede saw a ray of hope in the voice of adult educators who have begun a revive the old dream, as literacy campaings have begun to pick up steam. Pa Akomolede later advised that all agencies involved in Literacy Programmes should guide against conflict in the performance of their various roles.

In his paper titled "Financing Adult Literacy Programmes in a Development Economy" Dr. O.A. Adeola estimated that about 60 per cent of the Nigerian population are illiterates. To make these literate therefore requires a huge investment. He then observed that the depression required useful suggestions for the improvement of financing of adult literacy education programmes in Nigeria. He suggested that the Federal Government should launch a fund, and order parastatals to set aside between 5% and 10% of their recurrent budget for the purpose of adult literacy education.

Dr. M.O. Akintayo's paper, "Planning and Management Strategies for Efective Literacy Education at the Grassroots Level within the context of new Local Government Reform" was later presented. He observed that genuine development is rooted in the qualitative transformation of human resource , and that planning is a sine qua non, in order to achieve the desired goals. Management must use people, resources and evaluation as key elements in management strategies in order to attain organizational goals.

F. The Post Literacy Period

In a presentation by Dr. Braimoh on the "Production of Primers and Post Literacy Materials for Effective Adult Literacy Teaching", he observed that primers are very imporant for adult learner's use, he later went on to list a number of criteria primers should meet for adult learners' use. Apart from having adequate pictures and bold illustrations, the content of the material should be related to the socio-economic background of the learners themselves.

The next presentation by Cholagade Adekanmbi was titled "Towards Ensuring Greater Participation of Clientele in Post Literacy Programmes in Industry". Having established the need to look beyond basic literacy for adult learners, the presenter observed that most training programmes in industry take on a pedagogical approach in their planning and execution. He therefore suggested the use of the andragogical approach to training of adults, as this would ensure greater participation of the learners in not only choosing the objectives and content of the learning process, but also, in the evaluation of such programmes. He also noted that a number of strategies could be used in making the approach workable, in spite of some of the constraints identified.

Dr. Chris Nwamuo's paper titled: "Media Support for Literacy' stated that literacy has helped us to solve our problems since it removes ignorance and impacts skills for effective functioning of individuals and the community. Furthermore, Nwamuo showed how the media can help in improving functional literacy. He said that decision should be made by the people and not the government. The media should stimulate the desire of the adult in the community to learn. He cautioned that wrong media should not be used in communication and that open consultation should be present. All the media of communication should be used. Nwamuo solicited for government aids for the media in order to reach the people, citing the provision of radios, mobile libraries etc, for the rural people as examples.

Following these presentations, the seminar examined the various states action plans and endorsed them as bases for implementing the International Literacy Year.

PART III

NATIONAL AND STATE ACTION PLANS

INPUT OF SOKOTO STATE AGENCY FOR ADULT AND NON-FORMAL EDUCATION PRESENTED AT 17TH ANNUAL SEMINAR ON FUNCTIONAL LITERACY AT UNIVERSITY OF IBADAN 10TH - 17TH OCTOBER 1989

Sokoto State Government has been showing keen interest in the development of Adult Education particularly literacy in the state. After the creation of states, in 1968, a department of Adult Education was established in the Ministry of Education. The department had its own estimate in the Ministry. The State Government has been voting money every year for running of Adult Education. Even with the economic recession of the country, the Adult Education programmes have not not suffered much.

Adult Education in the state is sponsored by the two governments i.e. the State Government and the 37 Local Governments in the state. Local Governments play larger role in running the programmes in payment of permanent staff salaries, allowances to instructors and provision of working materials. In the year 1989 the Local Governments budgeted well over ₦ 1.8m for Adult Education and Reading Rooms in the state.

Below is the break-down of input of State and Local Governments for Adult Education before the establishment of State Agency for Adult and Non Formal Education in February this year.

STAFF: There are 51 Junior and Senior Adult Education Staff in the Ministry of Education for whom about ₦ 450.000 was estimated as salaries and allowances for 1989. In the present 37 Local Government Area there are 150 Adult Education workers and Reading Rooms whose salaries and allowances were estimated at ₦1,800,000 including monthly teaching allowances to Literacy Instructors and purchase of materials for Adult Education programmes. The State Governmentbudgeted over 1.5 million naira for the programme including construction of a Mass Literacy course centre.

COURSES. 1,100 literacy instructors and supervisors in the state have been trained in the methodology of literacy teaching. As much as ₦ 20,000.00 was spent as allowances to the participants 90 Adult Education staff in the ministry and Local Governments also attended various middle class and higher courses at Centre for Adult Education ABU Zaria, Kaduna Polytechnical and Institute of Adult Education at Bantu State and Local Governments paid about ₦ 50,000.00 as allowances and transport to the participants.

WORKING MATERIALS: Local Governments supplied the larger part of this. They provided essential materials such as class primers, writingbooks, chalks, blackboard etc etc for the classes in their respective areas. Collectively, the 37 Local Governments are spending about ₦500, 00.00 this year on this. The Ministry provided some common materials as report forms, record cards and publicity posters worth more than ₦40,000.00.

TRANSPORT: Sometimes in 1982, the Federal Governments donated to the state, three landrovers, 4 motor cycles and an amount of about ₦100,000.00 with which two peugeot pick-up and one peugeot station wagon were bought. At present 5 motor vehicles are on the road but need major and minor repairs which we do occasionally. This year, as much as ₦20,000.00 was spent on repairs of the vehicles. The Ministry of Education took the responsibilities of both repairs and daily maintenance of the vehicles.

ACCOMMODATION: There are about ten courses centre in the state where Adult Education courses are conducted and alsoused as Women Centres. The centres were built by the State and Local Governments. An Adult Education centre

costing more than ₦500,000.00 is being built at P/Kebbi. The centre is almost completed and will soon be put into use as State Adult Education Centre.

There is an average of three Reading Rooms in each of the 37 Local Governments in the state. The Reading Rooms were built and equipment by Local Governments. The Ministry of Education (Adult Education Department), from time to time, supplies reading materials to the Reading Rooms.

MORAL SUPPORT: As said earlier, both the State and the Local Governments show great interest in Adult Education, Apart from the provision of working materials. There is a good moral support from the authorities at both ministries and Local Government levels. There are various Adult Education Committees at the State and Local Croots, Levels. The Committees are made up of local leaders. Their main duty is to encourage learners to attend classes and to see that the instructors teach the classes. They also visit classes to see the progress of learners. They mobilize people to build or repair literacy classes in their areas. In places where there are no built literacy classes, classes are sometimes held in the houses of local leaders.

In big towns and cities in the state where husbands do not allow their wives to attend open classes/centres local leaders allow the classes to hold in their houses.

AGENCY FOR ADULT AND NON FORMAL EDUCATION.

The Agency was inaugurated on 27th February, 1989 by the state Governor, Col. Ahmad Mohammad Daku. The Agency is to carry out functions of Adult Education as directed by the Federal Ministry of Education. Ministry of Education and the local Governments have been directed to transfer all Adult Education and Reading Room staff and their salaries to the Agency. The transfer of the staff is how being processed.

The State Government has generously approved the sum of ₦ 669.200.00 as overhead costs for the Agency for the remaining months of the year.

Office accomodation and other necessary materials have been provided by the Ministry of Education.

Master plan for the implementation of Adult Education programmes has already been drwan up by the Agency. To spend up the eradication of illiteracy in the state, the Agency doubled the enrolment of adults into literacy classes.

KWARA STATE MINISTRY OF EDUCATION - ADULT AND NON-FORMAL EDUCATION:

REPORT AND PLANS OF ACTION PRESENTED AT THE 17TH NATIONAL CONFERENCE OF FUNCTIONAL LITERACY HELD AT THE UNIVERSITY OF IBADAN - 2ND OCTOBER - 7TH OCTOBER, 1989

01. INTRODUCTION:

The Adult and Non-Formal Education in the State is a Division in the Department of Continuing Education. This Division has been able to make some progress despite the current financial constraints. This report tries to give the progress made in Adult Education in the State, achievements, our need and hope; and the main constraints confronting us.

02. THE PROGRAMMES OF ADULT & NON-FORMAL EDUCATION DIVISION

i) BASIC LITERACY PROGRAMME: This programme is a nine month programme and is for in all the fourteen Local Government Areas in the State. The programme is financed mainly by the Local Government Council while the supervisor, management and policy matters are made by the Division. As at now, there are 4931 adult learners in the programme who are expected to proceed to the Post Literacy Classes after successful completion of their course. The course is to teach the learners how to read and write in their mother language and to expose them to simple numeracy. In 1985, there were 8,412 in the programme, there were 7181 in 1986, 6076 in 1987, and in 1988 4826 adult learners.

ii) POST LITERACY PROGRAMME: This programme is also run in all the Local Government Areas. It is a four year duration. The programme is run and financed by the Ministry of Education. The total enrolment as of now stands at 6518 out of which 598 wrote the final examination at the end of July this year. Out of this number, 497 adult learners were successful and had been awarded certificates equivalent of Primary Six School Leaving Certificates.

iii) VOCATIONAL IMPROVEMENT COURSE (OPEN PROGRAMME)

This programme primary designed to run the following courses Motor Mechanics; Electrial Installation; Painting and Decorating and Decorating; Bricklaying and Masonry, Carpentry and Joinery and Welding and Fabrication has stopped to function in the few Local Government Areas that operate it before as a result of the following reasons:

(a) lack of funds for the section to operate effectively

(b) lack of infrastructures and equipment like workshops and machines.

(c) poor enrolment by the candidates due in part to the present economic crunch in the country.

(b) WOMEN PROGRAMME

(i) BASIC HOME ECONOMICS COURSE:

This is two-year course designed to teach the learners the rudiment of home management with a view to developing and contributing immensely to the better and higher standard of their home life. Unfortunately, out of the four centres that run the programme, Ilorin, Ilawe, Ibadan and Ilorin and Lokoja centres cannot operate again as a result of poor enrolment. The two centres that run it now do so on a very low enrolment of twelve to sixteen students in a class. Our findings on the poor enrolment again centred on the economics crunch in the country and especially insecurity of employment after the completion of the course. The last two or three sets that graduated from the programme are still to get any job. Adults may be encouraged to join if no fee is charged on the participants.

ii) COPY TYPIST COURSE:

The course is presently run in only three centres Ilorin, Ikeja and Lokoja. The course is designed to provide a graded course in typewriting so as to give the trainees a thorough mastery of the keyboard and to enable them type accurately at 25 - 35 w.p.m. and to know a bit of office practice and staff regulations. Our inability to spread this programme to all the fourteen Local Government Areas again centred on insufficient number of typewriters and money to run the programme. It is a very popular programme which is in great demand in all the Local Government Areas.

However about 160 candidates graduated from this programme in April 1989 and new set of 180 have resumed in May 1989.

iv) C. .E. EXTRA-MURAL PROGRAMME:

The programme lasts for a period of fifteen months. The 6-3-3-4 system of education aimed at eradicating Ordinary Level School CertificatesExamination has to some extent affected the programme. However the last set of this group are still in session in Ilorin Local Government Area until November this year when they would write the examinations. It is under plan to start coaching students for JAMB examinations at least in Ilorin metropoly.

(v) CIVIL SERVANTS LITERACY PROGRAMME:

In all honesty, this programme which is the last 'child' of the section stands above all other programmes run by the section. It is equally producing an encouraging result. It has been embraced by almost all the Ministries and Parastatals in the State Headquarters and in all the Local Government Areas in the Areas in the State. The Programme comprizes two stages;

(i) Basic Literacy which last for nine months
(ii) Post Literacy which lasts for frour years.
At present, the programme has an enrolment of 1761 learners as follows
Basic Literacy - 974, and Post Literacy 807 learners. The problems confronting the programme are as follows:
(i) Difficulty in ge-ting volunt-er teachers.

These teachers are drawn fro- the institutions concerned and they are not paid. As a result of this, the interest of these teachers sometimes fade. However, effort is being made to encourage the institutions concerned to pay some renumeration to the teachers. Some Ministries have started to do this.

(ii) We also encounter some administrative problems with the establishement s. For instance, our learners are drawn form labourers, drivers etc. and many a time these learners are instructed to engage in their various official assignment at the detriment of the programme. Again, we hope to settle this problem amicaly with various establishment.

03. PARTICIPATION ON MAMSER'S MASS EDUCATION PROGRAMME:

Unfortunately, and to be candid, our effort in the running of the MAMSER's Mass Education Programme was not allowed to have desired result due mainly to wrong approach of MAMSER Directorate. Promises by the Directorate and vital agreements in the running of the programme have been violated by the Directorate. All these of ecurse, have been impendiments in the effective running of the programme. However, inspite of all odds encountered as a result of uncompromising attitude of the Directorate, this Divsion with the hardwork and untiring effort of our Officers was able to put through successfully 6, 55 adults out of 9737 adult illiterates who sat for the Basic Literacy Programme examination of MAMSER's Mass Education programme in December 1988.

04. TASK FORCE IMPLEMENTATION COMMITTEE ON ADULT NON-FROMAL AND MASS EDUCATION PROGRAMME.

The Task Force Committee was inaugurated on 29th August 1988. Its function as put precisely is to act as a veritable tool for the practical implementation implementation of the Mass Education programme in the States by performing and executing some of the codified functions and roles which the Agency for Adult and Non-Formal Education would perform when fully established. Mership was drawn from MAMSER, DEFRI, FE of the Ministry of Education and renowned Educationalists and community leaders. Since its inception up to December 1988, the Task Force has been able to harmonised the activities and operations of the three institutions - (MAMSER, DEFRI and

Ministry of Education) that are involved in the mass education programme and their attitudes and programmes have been properly stream-lined for effective operations. It is unfortunate to note that the Task Force could not operate again due to lack of fund, vehicle and materials to work with.

05. PROBLEMS/CONSTRAINTS:

We want to summarily put our problems/constraints to this Conference for its positive intervention.

(i) Lack of vehicle - It is unbelivable to hear that we have no single vehicle except a Yamaha 100 cc motorcycle given to the headquarters NFE from the Federal Ministry of Education.
All other vehicles given to this Division by the Federal Ministry of Education have been pooled to the common pool of the Ministry.

(ii) No money to buy essential materials, and for printing of Posters. We have also missed very many Conferences and Workshops as a result of lack of funds and vehicles.

06. OUR NEED:

We want to passionately appeal that the Kwara State Government should please as a matter of necessity establish the Kwara State Agency for Adult Education soon. Our effort and hope to spread literacy to all citizens of the state and to equip them with the necessary vocations that would make them self sufficient and economically viable would only be a child-play unless an autonomous body committedly concerned with this objective is created. This body is the Kwara State Agency for Adult Education.

07. OUR PLAN OF ACTION:

(i) If vehicles are made available, this Division would intensify the supervision of our programmes in the Area offices.

(ii) If money is made available to this Division, more classes would be opened in the following programmes.

(a) Basic Literacy

(b) Post Literacy

(c) VIC (Men & Women)

(d) GCE/JAMB Extra-Mural Classes

(iii) The part-time allowances for the teachers would be increased from thirty-two naira (₦ 32.00) to one hundred naira (₦100.00) per month to encourage the intructors.

(iv) The Division plans to emphasize more on enlightment campaign with a view to creating awareness in the minds of the public. It is now clear that the present economic crunch in the country has to some extent dampened the enthusiasm of our adult illiterates. It is hoped that a wider covverage of enlightment campaign would help to improve this.

(v) The Division intends to emphasize of functional literacy that would be run concurrently along with their occupational and trades.

(vi) In the near future, we intend to have four model women centres in the following areas: Lokoja, Bode-Saadu, Lafiagi and New Bussa. There would also be four model centres for functional literacy also in the four town mentioned above.

(vii) The Division plan to organise constant Seminars Workshops for our Area Officers, Supervisors, Organisers Instructors and the L.G. Officials dealing with adult education programmes with a view to up-dating their knowledge and experiences.

(viii) We also intend to have a good rapport with the NGOs in the State with a view to making them appreciate more the task ahead of us in the eradication of illiteracy in the State and Solicit for their support towards the successful implementation of the International Literacy Year (1990) in Nigeria (VIX). Finally, we plan to intensify our pressure Agency for Adult Education in the State in the shortest time from now.

NATIONAL/INTERNATIONAL LITERACY YEAR AND DECADE, 1991-2000 A.D.:
BLUE-PRINT FOR ACTION from NON-GOVERNMENTAL AND VOLUNTARY
ORGANIZATIONS AND OTHER INTERESTED BODIES.

PREFACE

The proclamation of the year 1990 as "International Literacy Year by the United General Assembly in December 1987 came at the instance of the UNESCO. The bidding of UNESCO arose from the persistency of illiteracy in spite of the increased and larger improved offering of basic schooling.

Today, UNESCO estimates that there are about 800 million adult illitrates in the world. This is an astronomical rise from the 760 million figure in 1970. It is being anticipated that by the year 2000 A.D the figure may reach 912 million, given the persistent nature of the problem of illiteracy.

Nigeria is not free from the general pattern of growth of illiteracy among the adults. Illiteracy has almost come to stay in Nigeria because of several reasons. The major reason, we are told in official circle, is the geometrical population growth. Many of use are, however, aware that not enough serious action had been taken to address the problem. Government alone is almost left to deal with the problem as it should do. Consequently, the government had tried to adjust its lean resources to accomodate several other problems, leaving illiteracy a permanent item on the agenda.

Fortunately, it is now realized that government alone cannot handle the problem. This is why NGOs and a host of voluntary development organizations are being asked to join hands to eradicate illiteracy from Nigeria by the year 2000. To generate a lot of interest in the people 1990 has been declared the International Literacy Year nd 1991-2000 as the International Literacy Decade. This means that we have to seek ways of mobilizing all available forces. This is unique task the NMCAE has taken or. The NMCAE intends to have a neat plan to unite various interested organizations in the action against illiteracy. Our thought have been articulated in this blueprint which we now put in your hands for further action.

NMCAE N/ILY and NILC TEAM.

CHAPTER ONE

A. INTRODUCTION

When it is recalled that efforts aimed at eradicating illiteracy from the nation - states making up modern Nigeria dates as far back as the 11th Century A.D and the problem still remains with us till today, there is every reason for us to be engaged in stock-taking. It is only this kind of initiative that would enable us asses why our achievements in the avowed war against illiteracy have remained relatively unappreciable. That apparently is the concern of many other nations in the world which is why the international community has set aside 1990 as the International Leteracy Year and the period between 1991 and 2000 A.D as the International Literacy Decade.

Internationally, the problem of illiteracy among those aged 15 years and above has assumed somewhat embarassing proportions. The UNESCO had in 1985 estimated that there were 800 million adult (15 years +) illiterates and more than 100 million children of primary school age (6 to 11 years) who were out of school in the entire world (UNESCO, 1988). We were also told that most of the adult illiterates were women with a percentage of 34.0 compared to the 20.5 per cent ascribed to men. That same report indicated that nearly 97 per cent of the world's illiterates live in the developing countries with Africa having the highest rate of illiteracy. (UNESCO 1988). Again, the industrialized countries, most of whom have many years of the universalisation behind, are still not free from the problem of illiteracy. These industrialised countries have recently discovered a new phenomenon styled as functional illiteracy for 5 per cent or more in some of these countries are having serious problems with reading and writing.

The pattern of the growth of illeracy in the world was such that it agitated the minds of leaders who were at the December 1987 United Nations General Assembly. They adopted Resolution 42/104 which proclaimed 1990 as proclaimed 1990 as International Literacy Year, inviting the UNESCO to take on the duty of a lead organization in preparing for and observvance of the year. It is important to note, however that the 1987 December Resoltuion 42/104 was a reaction to the alert raised at the twenty-third session of the 1985 General Conference of the UNESCO. The primary purpose of these actions was to generate "greater understanding by world public opinion of the various aspects of the problem of illiteracy and to intensify efforts to spread literacy and education." The purpose has informed some six major objectives which the UNESCO seeks to achieve. At the core of the objectives is the creation of greater public awarness about the problem of illiteracy and to seek ways by which member states could be urged to intensify efforts to achieve an enviable goal of total literacy and functional literacy by the year 2000 A.D.

It was realized quite early that governments alone could not single-handedly achieve the target. Non-governmental and voluntary organizations were identified as contributing positive forces which must be utilized, hence the formation of the International Task Force on Literacy (ITFL) under the auspices of the

International Council for Adult Education (ICAE). The ITFL has since been meeting regularly to work out strategies for NGOs mobilization for ILY and ILD just as it did at its:

1. First meeting Oct.17 - 19, 1987 in Toronto, Canada.
2. Second Meeting June 5 -10, 1988 in West Berlin, Federal Republic of Germany.
3. Third Meeting, April, 1989 in Naivasha, Kenya (ITFL), 1988).
4. A Fourth session of the ITLF meeting has been reportedly scheduled for Thailand in January 1990. Meanwhile, the list of member organizations on the International Task Force on Literacy has been growing. As at July 1989, it had the following:

International Non-Governmental Organizations

The Bahai International Community
Coordinating Committee for International Voluntary Services
Disabled Peoples' International
International Community Education Association
International Council for Adult Education
International movement A.T.D. Fourth World
International Publishers Association
International Reading Association
International Union of Students
Laubach Literacy International
World Association of Girls Guides & Girl Scout
World Confederation of Organizations of the Teaching Profexsion
World Council of Churches
World Council of Indigenous Peoples
World Education Inc.
World Federation of Trade Unions
World Federation of UNESCO Clubs, Associations & Centres
Women's International Democratic Federation
World Scout Bureau
World Young Women's Christian Association

Regional Organisations

African Association for Literacy & Adult Education
Arab Regional Literacy Organization
Asian South Pacific Bureau for Adult Education
Caribbean Regional Council for Adult Education
Consejo de Education de Adultos de America Latina
European Bureau for Adult Education

Cooperating Bodies

Canadian International Development Agency
German foundation for International Development
Swedish International Development Authority
Norwegian Agency for International Development
Unesco Institute for Education
Unesco/CO Standing Committee

Canadian Cooperating Bodies

Movements for Canadian Literacy
Regroupement des Groupes Populaires en Alphabétisation du Québec

Nigerian governments and non-governmental and voluntary organizations have not been left out of the ever-growing global concern over the problem of adult illiteracy. This is a problem which is very much around in Nigeria where it has been estimated that about 70 million citizens in a population of 100 million are still illiterate.

At the level of non-governmental and voluntary organizations the Nigerian National Council for Adult Education (NCAE) as major leading non-governmental and voluntary organization has worked out strategies for the preparation for and observance of the year 1990 as the International/National Literacy Year and 1991 to 2000 A.D. as the International/National Literacy Decade. This it has done strictly, but not exclusively, from the point of view of all non-governmental and voluntary organizations involved in literacy work in Nigeria. Our actions are guided by concrete objectives based on our most crucial needs.

CHAPTER TWO

THE OBJECTIVES

The major objectives which the Council seeks to achieve during the Year and Decade are:

1. Stimulating, increasing and sustaining public awareness as to the scope, nature and effects of illiteracy in Nigeria;

2. Searching for existing means and new options for combating illiteracy;

3. Increasing Nigerian governments action against illiteracy and functional illiteracy with view to reducing or eliminating its magnitude before or by the year 2000 A.D.

4. Generating, increasing and sustaining popular participation with and among non-governmental and voluntary organizations interested in literacy;

5. Stimulating, increasing and voluntrary organizations in the struggle against illiteracy and functional illiteracy.

6. Federal Government should have both the political and official commitment for achieving literacy targets within the stipulated period of 1990-2000 A.D.

7. Encouraging participation of rural people in mass literacy through the establishment of Radio Listening Units and listening centres in rural communities and the provision of at least 10 radio-sets for such communities.

CHAPTER THREE

PRE- 1990 AND 1991 - 2000 A.D. ACTIVITIES

1. The establishment of [illegible] Years on National/International Literacy Year and Decade.

2. Identification of all non-governmental and voluntary organizations already involved in literacy work both within and outside Nigeria.

3. Identification of such non-governmental and voluntary organizations that are not yet involved in literacy work but are likely to be interested.

4. Identification of factories that may be approached to support literacy work in the target period.

5. Needs Assessment Survery first of all non-governmental and voluntrary organizations involved in literacy work and later of literacy participants.

6. Running of a day's workshop to stimulate thinking about literacy research in Nigeria.

7. A "State-of-the-art" review of Governmental and Non-Governmental Organizations literacy activities in Nigeria.

C. Promotion and reinvigoration of communication and co-operation among organizations in relation to the National/International Literacy Year 1990 and Decade 1991 and 2000 A.D.

CHAPTER FOUR
ACTIVITIES DURING THE YEAR 1990

1. SPECIAL PROJECTS

(i) Launching of the Year among all non-governmental and Voluntrary Organizations

- Actions to be taken include;
- Communications with all concerned as to their level of involvement;
- Identifying a venue for the launching;
- Identifying the chief launcher;
- Preparing the address ti be read by the chief launcher and
- Getting massive media support for the event.

Note; A suitable date in January 1990.

(ii) Video Production

There shall be video production on non-governmental and voluntary organization involvement in literacy work. This production will be further supported by the video production of outstanding literacy projects selected from Bauchi, Kano, Niger, Akwa-Ibom, Cross River, Oyo or Bendel states.

(iii) Book Project

There shall be a proposal on the creation of a special book on Nigeria's National/International Literacy Year incorporating materials written by literacy participants, instructors, co-ordinators, supervisors and theorists.

Section A - Contributions by literacy learners and this focusses attention on themes like why we must be literate, life in Nigerian rural areas, learning and earnings, the future of literacy in Nigeria and materials in form of messages from neo-literates to illitrates, personal stories, poems, letters, designs, photos, etc.

Section B - Contributions by literacy instructors, supervisors and organisers on their own experiences in literacy work in Nigeria.

Section C - Reports on literacy work by non-governmental and voluntrary organizations.

Section D - Reports on outstanding literacy work from all states in Nigeria.

Section E - List of literacy resource centres in Nigeria and outside.

Section F - Messages from the President of Nigeria, Minister of Education, Governors, NNCAL Presidents past and present, Heads of Voluntary Agencies, Philanthropists, Directors of Agency for Adult and Non-Formal Education etc.

Section G - Contributions from literacy personnel trainers, academicians, researchers and policy makers focusing attention on the future of literacy in Nigeria in the light of previous experiences.

(iv) Booster Project

This is a vigorous project that is specifically designed to educate and mobilise Nigeria's public opinion about literacy and to place literacy on public agenda at national, state and local levels. In addition, special attention will be paid to the involvment of such sectors as labour, the media houses, traditional institutions and the corporate world.

2. National Fund Raiser Project

This is to be preceeded by a careful and neat costing of all non-governmental and voluntrary organizations literacy projects as well as the identification of possible chief launchers and supporters at the Federal, State and Local Government levels.

The launching shall be preceeded by spot adverts on newspapers, television and radio. Where necessary, there shall be special launching dinners.

There will be raffle drwas to be sponsored by interested corporate bodies.

3. Other Projects

The team will be asked to verify the possibility of implementing such other projects as;

(i) Developing a theme song, logo and symbol for Nigeria's Literacy Year and Decade - it is hoped that this would give a popular focus as well as broaden understanding and recognition to literacy while also giving something worthwhile to the print and electronic media for community education and publicity purposes.

(ii) National symposia to be held at the Institute of International Affairs, Victoria Island, Lagos are to be spaced out and widely publicized.
This will be organized on these topics;
- The Media and Illiteracy in Nigeria
- Labour Unions and the Problems of Illiteracy in Nigeria
- Corporate Bodies and Illiteracy in Nigeria
- Oil Companies, Community Development and Illiteracy in Nigeria
- Voluntary Organizations and the Problem of Illiteracy in Nigeria
- Learning and Earning in a Depressed Economy the Question of Illiteracy
- Illiteracy and Democracy
- Illiteracy and the Political Transition Programme in Nigeria

(iii) Literacy Stamps - The Ministry of Communication to be approached for possible help in instituting special commemorative stamps.

(iv) Musical jingles featuring top-flight Nigerian artists (with emphasis on cultural backgrounds) to give sharp focus to the problem of illiteracy, popularise literacy and raise funds for NGOs literacy work.

(v) Mobile Art Theatre - This is to be conducted round Nigeria and it is to be backed by popular local artists in local shows, events and festivals.

(vi) Distinguished Achievement Awards for Excellence in Literacy. This award consisting of a plaque, citation and cash to the tune of N2,000 is to be awarded to individuals and organizations that excel in literacy work each year during the decade, i.e. 1991-2000 A.D.

(vii) Literacy Literary Competition

Efforts will be made to get the Reading Association of Nigeria (RAN) to sponsor writings competition and special publications on literacy. Participation in the competition will be organized among neo-literates, instructors, primary school pupils and scholars, and this will be at the national level. Topics for different groups may include the following:

- Neo-Literates: The gains of Literacy
- Instructions: The Joy of Working with Illiterates
- Primary School Pupils: Why Our Parents Should Read and Write.
- Scholars: Literacy in Our Times: Uses and Abuses:

. . Each winner at 4 levels to get N500.00

(viii) Commercials

The team will contact a major commercial firm to market and sell the National/International Literacy Year and Decade theme materials including T-shirts, hats, face-caps, stickers and other paraphernalia like bags, exercise book covers, ball pens, etc.

Proceeds from this source will be used in financing projects.

CHAPTER FIVE
ACTIVITIES DURING THE DECADE 1991-2000 A.D.

1991

A. PUBLICITY

This will be intensified in 1991 with a view to securing more support from different organizations. This programme will be organized throughout this and other years during the decade.

B. COMMISSIONING. RESEARCHES ON LITERACY

1. The commissioning of researches on literacy will be vigorously pursued. Before the commissioning, efforts will be made to develop guidelines for the studies.

The nation-wide studies will focus mainly on:

1. The size of the problem of Illiteracy
2. Occupational, Age, Sex and Geographical Distribution of Illiterates.

3. Why Illiterates Do not Enlist in Literacy Classes
4. Drop-out Issues in Nigeria Literacy Campaign
5. Funding Literacy Programmes
6. Achievements So Far
7. Politices and Actions in Nigeria Literacy Campaign
8. Extent of Involvement of Coporate Bodies in the Literacy Campaign
9. Extent of Involvement of NGOs in the Literacy Campaign
10. Curricular Issues
11. Issues in Training of Personnel
12. Extent of Utilization of Community Resources for Literacy Work

2. Time: Jan-June 1991

C. COMMISSIONING PILOT LITERACY PROJECT NATION-WIDE

1. For the first time in history of Nigerian literacy drives, there will be joint NGO's pilot literacy projects to be sited, the first phase, at Akwa-Ibom, and

2. A total of 70 instructors, 35 supervisors and 7 organizers will be employed during this phase.
3. Time: July-December, 1991.

D. COMMISSIONING LITERACY PROJECTS NATION-WIDE

1. Nation-wide joint NGOs literacy classes will be established The target is to make about 10 million illiterate Nigerians literate annually
2. A minimum of 25 literacy centres in each state (including the FCT) will be established. To run these centres effectively, instructors, supervisors and organizers will be employed in each state. Their stipends will be 25 per cent above prevailing ones.
3. There will be post-literacy centres in all states and Abuja
4. Participants in each centre will provide their writing materials but instructional aids, chalk and instructors texts will be rpovided by the NGOs.
5. Duration: 1990- 1999 A.D.

E. REGULATION AND EVALUATION

1. There will be elaborate evaluation schemes in the following areas:
   (i) Cost-benefit analysis of literacy projects
   (ii) Cost-effectiveness and analysis of literacy projects.
   (iii) Qualitative and quantitative impacts of literacy projects
   (iv) Constraints
   (v) Motivating Factors.

F. PUBLICATION AND DISSEMINATION

By the middle of the decade and at its end a comprehensive NGOs sponsored report will be published. This valuable report will be disseminated among all co-operating NGOs, governments and international bodies that might be interested.

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CHAPTER SIX
COSTING PROJECTS

		N	K
A.	PRODUCTION OF BLUE PRINT		
	1. Typing and cyclostyling	200	00
	2. Printing 1,000 copies at 20 Naira per copy	20,000	00
B.	CONTACTING OTHER NGOs		
	1. Head sheet (500 copies)	280	00
	2. 12 packets of envelops at N10.00	120	00
	3. 2 bottles of gum	15	00
	4. 5 packet of ball pen at ₦50	250	00
	5. Stamps	1,000	00
	6. Travelling Expenses/Secretariat Duties	3,000	00
C.	PRE- 1990 ACTIVITIES		
	1. Needs Assessment Survey	10,000	00
	2. A Day's workshop	5,000	00
	3. Review of Nigeria's Literacy Activities	5,000	00
D.	ACTIVITIES IN 1990		
	1. Video Production	5,000	00
	2. Air-Time on Network (NTA)	30,000	00
	3. Book Project (1,000 copies)	25,000	00
	4. Booster Project on Air (TV & Radio) and Print	30,000	00
E.	270 million NATIONAL FUND RAISER		
	1. Spot adverts on FRCN prime-time	20,000.	00
	2. Spot advert on NTA Network	25,000	00
	3. Spot adverts on 22 States Including FRCNABUJA	44,000	00
	4. Launching Dinner	30,000	00
	5. Raffle Draws	50,000	00
F.	THEME SONG/ LOGO and SYMBOL		
	1. Stipend to winning song	1,000	00
	2. Stipend to winning logo	500.	0
	3.		
G.	NATIONAL SYMPOSIA		
	1. Venue, Institute of International Affairs Fire N3,000 x8	24.000	00
	2. Media Coverage N4,000x8	32,000	00
	3. Honoraria to speakers N300 to each of 3 speakers at each of 8 session	7,200	00
	4. Refreshments at 8 sessions	2,400	00
H.	LITERACY STAMPS	10,000	00
I.	MUSICAL JINGLES	10,000	00
J.	MOBILE ARTHEATRE Nation wide tours	96,000	00
K.	DISTINGUISHED ACHIEVEMENT AWARDS N2,000 x 10 years	20, 00	00
L.	LITERACY LITERARY COMPETITION	2,000	00

M.	COMMERCIALS	
	1. T-shirts (1000 at N10.00 each)	10.000.00
	2. Face-caps (1000.00 at N5.00 each)	5.000.00
	3. Bags (500 at N10..0 each)	5.000.00
	4. Exercise book covers (Mills to be Approached for Free Service)	6,.00.00
	5. Ball Pens (100 Packets at N25.00 each)	2,500.00
N.	PUBLICITY 1991 - 2000 A.D.	
	1. Television	500,000.00
	2. Radio	250..00.00
	3. Newspapers	250.000.00
O.	RESEARCHES ON LITERACY	
	12 Topics of N20,000 each.	240. 00.00
P.	PILOT LITERACY PROJECTS	500,000.00
Q.	NATION-WIDE LITERACY PROJECTS	2,000,000.00
R.	TERMINAL RESEARCH AND EVALUATION	
	1. Five main Areas	300,000.00
	2. Monitoring nationOvide	250.000.00
S.	PUBLICATION and DISSEMINATION	
	1. Final Comprehension Report/Printed	40,.00.00
	2. Dissemination on TV	15,..00.00
	3. Dissemination on Radio	5.000..0
	4. National Seminar	25,..0.00
		N4,912,465.00
	Miscelaneous	500,000.00
		N5,412,465.00

CHAPTER SEVEN

IMPLEMENTATION

1. Executive Committee consisting of representatives of sponsoring NGOs/ Voluntary Bodies is to be constituted. The duty of the Executive Committee is to approve policies and expenditures.
2. National Team Leader to be appointed by the Executive Committee from the membership of the Nigerian National Council for Adult Education (NNCAE)
3. State Action Takers are to be appointed by the National Team Leader
4. Review meetings by the Executive Committee are to be summoned by the National Team Leader at least twice a year.

References

UNESCO (1988)- "1990: International Literacy Year (ILY)", Information Document EDILY 88.10, Oct.

International Task Force on Literacy (ITFL) (1988) "International Literacy Year 1990 Building the Moment", Report of the Second Meeting of the ITFL, West Berlin, Federal Republic of Germany, June 5-10, 1988, p. 2 - 3.

COMMUNIQUE ISSUED BY THE PARTICIPANTS OF THE 17th NATIONAL SEMINAR ON FUNCTIONAL LITERACY, ORGANIZED AS THE DEPARTMENT OF ADULT EDUCATION, UNIVERSITY OF IBADAN FROM 2ND - 6TH OCTOBER, 1989

The 17th Annual National Seminar organized by the Departments of Adult Education, University of Ibadan on the theme: Improving the effectiveness of Adult Literacy Education for Development in Nigeria has just ended.

In recognition of the present state of Mass Literacy programme in the country and whereas the target year for the eradication of Mass Illiteracy all over the world is only eleven years ahead (Year 2000 A.D.) the National seminar resolved as follows:

1. That a National Commission for Adult and Non-formal Education be estimated without further delay.

2. That the National Centre for Adult Education be well equiped and staffed with experienced and qualified Adult Educationists to undertake research, curriculum development and the dessimination of relevant idea about Adult Education.

3. That all cooperating bodies (MAMSER, NEPRI and NDE) show greater involvement in the funding of basic and post literacy programmes while the state Agencies be involved in the moritoring and implementation strategies of Adult Education programmes.

4. That the federal, state and local governments establish and adequately equipe more women centres with relevant Adult Education materials and the necessary manpower, to run literacy and vocational classes.

5. That, in view of the fact that a Federal Government directive on the funding of mass literacy programmes, by the Local and State Governments already exists, appropriate machinery be set in motion to ensure its immediate implementation.

6. That Federal and State owned electronic and print media including the traditional medium of communications, be encouraged to give intensive publicity to the mass literacy programme as their contribution towards the promotion of mass literacy in Nigeria. The content of such programmes should be translated into various Nigerian Languages as the case may be.

7. That short-term courses for Adult Educators in government and non-government organizations be designed and administered from time to time in order to improve their level of performance in the Mass Literacy programme.

(Signed)
.....
Resolution Drafting Committee.

PART IV

SECTION IX: RESOLUTIONS

Non-Governmental Organization in Literacy Delivery

In order to involve the Non-Governmental Organizations in the country in Literacy delivery the group recommends as follow:

1. Seminars should be organized for the Management of Non-Governmental Organizations and those involved in Adult Education programmes in order to create awarness for their involvement in Literacy Education in Nigeria.

2. The National and International Non Governmental Organizations should be involved in the provision of literacy delivert materials.

3. Non-Governmental Organizations should be represented at the Governing Board of Directors for Agency for Adult and Non-Formal Education throughout the Federation.

4. When the National Commission on Adult Education is established by the Federal Government. It is strongly recommended that the (NGO's) Non-Governmental Organizations should be fully represented at both National and international levels.

5. There should be National Award for Non-Governmental Organizations based on Excellence.

6. The Federal Government should allow Non-Governmental Organizational to organize fund raising activities internally and externally for the purpose of Literacy delivery in the country.

7. Literacy should be a pre-requisite for employment within the Non-Governmental Organizations and they should promote their staff development programme in the areas of literacy.

8. The Non-Governmental Organizations should mount publicity campaign through posters, radios, television sets, symposia, debates, lectures, production of primers, provision of transportation facilities etc.

9. Non-Governmental Organizations should be given the mandate to declare a day as the literacy day as the Federal Government declare September 8th of every year National Literacy Day.

10. Government should give every encouragement to the Non-Government Organizations for the successful implementation literacy programmes for the purpose of quality control.

PART V

SECTION XI: SEMINAR EVALUATION

A number of questionnaires were administered to the participants with a view to evaluating the seminar along various parameters. Out of a total of 100 administered, 85 (85%) were returned. Only one of the questionnaires was rejected because of the incompetences of the responses. The number actually analysed was 84.

On Sponsorship, local governments sponsored the highest number of participants, totalling 51 (61.71%). They were followed by agencies for adult and non-formal education numbering 17 (20.24%). 7 participants (5.95%) were sponsored by state governments and only 2(2.38%) by the Federal government.

Most participants had attended at least one previous seminar/ Workshop organised by the Department of Adult Education, University of Ibadan 33 (39.29%) attended this seminar for the first time. They were closely followed by 23 (27.38%) who had attended a just few of the previous seminars/workshops organised by the Department. Twelve participants (14.28%) had attended many of the Department's seminars/workshops.

The knowledge of participants on how to improve the efficiency of adult literacy education for development in Nigeria was greatly increased at this seminar. 41(48.8%) could avow of their knowledge having been greatly broadened, while 17 (20.24%) gained very great knowledge from the seminar. Only 19 (20.62%) had about average knowledge gained. Just 2 (2.38%) had limited knowledge gained from the seminar.

The seminar aroused every participants' interest in improving the efficiency of adult literacy education for development in Nigeria. 51 (60.71%) were excellently stimulated, and 28 (33.33%) had great stimulation, while only 4 (4.46%) had an improvement in their interest which is about average.

All participants claimed that this seminar will contribute to the effici ency of the adult literacy education in the process of developing a dynamic Nigeria. 49 (58.33%) said it would have very great contribution, while 31 (36.9%) said it would have great contribution, and only 3 (3.57%) said it would have a little contribution to the efficiency of adult literacy education. Just one person (1.2%) said it would have very little contribution to the efficiency of adult literacy education.

On the usefulness of the seminar to participants, the seminar was found to be very informative to 58 (69.05%), while it was informative to 24 (28.57%), and not particularly informative to one person (1.19%).

The information and ideas discussed at the seminar will be very useful to 65 (77.38%), useful to 18 (21.43%), and useless to no one.

The seminar met the needs and expectations of 46 (54.76%) participants very much, met much of 33 (39.29%) participant's needs and expectations.

On the number of participants at this year's seminar 53 (63.1%) of the participants described it as being moderate. To 13 (15.45%) it was large, while 10 (11.9%) claimed it was small. 5(5.95%) described it as being too large

On Organization, 30 participants (35.71%) said it was a good one, while 29 (34.52%) said it was acceptable.

Most participants, 63 (75%) said that the length of this seminar was about right, 15 (17.76%) said it was too short, while just 4 (4.76%) said it was too long.

On Effectiveness and how far this seminar has achieved its objectives, 81 (96.43%) of the participants awarded it an excellent mark. 42(50%) said it achieved much while 39 (46.43%) said it achieved very much. Only 2 (2.38%) said it achieved a little.

To most participants, the seminar was able to identify common problem of National Mass Education and the ways of solving them. 44 (52.38%) participants claimed it very much identified the problems and solutions, while 29 (34.52%) claimed it did much in achieving this objective. Just 11 (13.1%) said it achieved a little in this respect.

The seminar successfully identified strategies for preparing the International Literacy Year 32(38.09%) awarded it an excellent mark. 17(20.24%) claimed it did a little to achieve this goal, while 2 (2.1%) said it did not all achieve the goal.

SEMINAR MANAGEMENT TEAM

(1) Coordinator

Professor Michael Omolewa,
Department of Adult Education,
University of Ibadan,

(2) Director:

Dr. . . Adeola,
Department of Adult Education,
University of Ibadan,
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(3) Assistant Director:

Assistant Director

Mr. Gbolagade Adekambi,
Department of Adult Education,
University of Ibadan,
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(4) Translators:

(i) Pastor J.A. Adesun,
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(ii) Mr. S.O. Orisadeyi,
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(5) Rapporteurs

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(iv) Dr. Larinde Akinleye
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(v) Mr. M.B.A. Ayoola,
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(vi) Mr. Seyi Chadare,
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(ix) Miss Felicia Ilekpor Department of Adult Education,
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(x) Mr. F.A. Adeyemo
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GUEST SPEAKERS

(i) Special Guest of Honour

(ii) Major-General Joshua Dogonyaro
2, Mechanised Division,
Nigerian Army,
Ibadan.

(ii) Professor Ayo Banjo,
Vice-Chancellor
University of Ibadan,
Ibadan.

(iii) Professor Jibril Aminu,
Minister of Education,
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(iv) Peter Chivona (Esq.)
Human Resources Development Section,
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(13) Mr. Tholagade Adekambi
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5.	[illegible], SAMAILA	F.C.E.C., Abuja Kuje
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7.	[illegible], Felicia Ofere	Women and Adult Education Unit, Educ. Dept. F.C.D. A. . . 24, Garki Abuja.

SEMINAR PROGRAMME

OPENING SESSION

Time: Tuesday 3 October, 1989 10. 0a.m. - 12.00 noon.

Place: Faculty of Education Leacture Theatre, University of Ibadan.

Chairman: Professor Michael Omolewa,
Head,
Department of Adult Education,
University of Ibadan, Ibadan.

Pecial Guest of Honour: Major-General Joshua Dogonyaro,
2 Mechanised Division,
Nigerian Army,
Ibadan.

ADDRESSES

i. Welcome Address -- Professor Ayo Banjo,
Vice-Chancellor,
University of Ibadan, Ibadan.

ii. Opening Address -- Professor Jibril Aminu,
Honourable Minister of Education,
Lagos.

iii. Keynote Address - Peter Chivona,
Human Resources Development Section
Economic Commission ofr Africa (ECA)

iv. Goodwill Address- Major-General Joshua Dogonyaro,
2 Mechanized Divison,
Nigerian Army,
Ibadan.

v. Specail Message - Professor Tajudeen Adegun,
Dean,
Facult of Education,
University of Ibadan.

vi. Chairman's Closing Remarks and Announcements.

MONDAY, OCTOBER 2

5.00 p.m. - Arrival and Registration of Participants

TUESDAY, OCTOBER 3

9.00 - 9.30 a.m. - Continuation of Registration of Participants

10.00 - 11.00 a.m.	- Formal Opening Session.
11.00 - 11.30 a.m.	- Tea Break
12.00 - 1.00 p.m.	- New Philosophical Perspectives on the Literacy Education Programme - Professor J.A. Akinpelu
1.30 - 2.30 p.m.	- Lunch Break
3.00 - 4.00 p.m.	- Literacy Education and Women Development in Nigeria - Dr. A. Jaja & Dr. A.E. Ekpenyong
4.00 - 6.00 p.m.	- Group Discussion.
7.30 p.m.	- Play Title: The Family Venue: Arts Theatre, U.I.

WEDNESDAY, OCTOBER 4

8.30 - 9.30a.m.	- Looming Gaps Between Policy Formulations and Execution in the Nigerian Literacy Discourse. - Dr. T.O. Fasokun and Dr. E.E. Suji
9.30 - 10.00 a.m.	- Mobilizing Non-Governmental Education in Nigeria. - Dr. C.N. Anyaegwu and Dr. A. . Guaren
11.00 - 11.30 a.m.	- Tea Break.
11.30 - 12.30 p.m.	- A Duel, A Relaunched Leadership and the Collapse of a Promissing Mass Literacy Campaign in Africa. - Michael Omolewa
	- Imperatives for Successful Implementation of the International Literacy Year (1990) in Nigeria.
	- Pa. P.A.C. Akeredolu
12.30 - 1.30 p.m.	- Group Discussion
1.30 - 2.30 p.m.	- Lunch Break
3.00 - 4.00 p.m.	- Financing Adult Literacy Programmes in a Developing Economy.
	- Dr. O. . Adeola.
4.00 - 5.00 p.m.	- Planning and Management Strategies for Effective Literacy Education at the Grassroot Level within the context of New Local Government Reforms. - Dr. M. . Akintayo
5.00 - 6.00 p.m.	- Excusion

THURSDAY, OCTOBER 5

8.30 - 9.30	- Production of Primary and Post Literacy Materials for Effective Adult Literacy Teaching. - Dr. A.S. Braimoh.

- Towards Ensuring Greater Participation of Clientele in Post Literacy Programmes in Industry.
- Cholagade Adekambi.

11.00 11.30 a. .
- Tea Break

11.30 - 12.30 p. .
- Media Support for Literacy.
- Dr. Chris Iwanuc.

12.30 - 1.30 p. .
- Group Discussion

1.30- 2.30 p.m.
- Lunch Break

3. 0 - 5.00 p.m.
- Towards Nigeria's Literacy Decade: Panel Presentations and Plan of Action. From the various states.

5.00 - 6. 0 p.m.
- Drafting of Resolutions

6.00 - 7.00 p.m.
- Cocktail Party

FRIDAY, OCTOBER 6

8.30 a.m.
- CLOSING SESSION
- Considerations of Resolutions

10.00 a.m.
- Adoption of Resolutions and Consideration of Plans of Action.

11.30 a.m.
- Tea Break

12. 0 p.m.
- Formal Closing

SUNDAY, OCTOBER 8
- Post-workshop Visits